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AUTHOR Zola, John; And Others
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ABSTRACT

The major objective of this teaching guide is to help high school classroom teachers of United States history develop and implement curriculum for gifted and talented students. Specifically, it presents objectives for gifted students in the area of social studies, offers a structure upon which discussion questions and learning activities can be based, and provides nine Learning Activity Packets (LAPs). A LAP is a module of subject-related teaching materials which move from structured questions to guided activities and finish with open-ended inquiries. LAP titles are "The History of History," "American Revolution," "Technology and Modernization," "Cultural Egotism," "Nazism," "Land Use and Culture Conflict: The American Indian vs. White Settlers," "Racism, Discrimination, & Prejudice," "War and Warfare: The Civil War," and "Foxfire." For each LAP, information is given on an overview of the topic, guiding questions, sources of further information, activities, investigative techniques, and extension activities. Students are involved in a variety of activities including compiling annotated bibliographies, writing research and position papers, discussing history-related issues in class and in small groups, defining concepts and generalizations, and preparing history classes for a lower grade. Students are expected to be highly self-directed and to use sources available in the school and community in addition to sources suggested in the unit. (DB)

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U. S. HISTORY FOR THE GIFTED AND TALENTED

Department of Public Instruction

and

Waukesha Public Schools

Summer 1978

John Zola
Tony Bralick
Phil Ferguson
Steve Sansone

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INTRODUCTION

The purpose of this project is to create a structure and provide model curricula for the teaching of U. S. History in Waukesha. At the outset, we would like to express appreciation to Mr. Thomas Diener, Mr. Michael Hartoonian, the D.P.I., and the Waukesha Public Schools for thier support and assistance.

The creation of curriculum and instruction for the gifted and talented in U. S. History requires the articuluation of a set of beliefs about the gifted and talented and about the social studies. We believe that the literature in the field and our own experience in the area would support the following working generalizations:

1. The gifted and talented are unique in their ability to think effectively and abstractly.

2. The gifted and talented are able to use more sophisticated conceptualization strategies.

3. The gifted and talented are capable of integrating emotive and rational intellectual processes.

4. The gifted and talented should be challenged to use effective decision-making strategies.

5. The gifted and talented student should be encouraged to think creatively.

6. Gifted and talented students should be expected to develop an inquiring, questioning mind and assume a greater degree of self-direction in their educational pursuits.

7. The gifted and talented student should be involved with the concept of "community" and should be pursuing inquiries into significant issues, problems, choices, dilemnas, and topics.

On could make a very good case that these aspects of Social Studies should be for all students. Indeed, any view of the future results in the conclusion that the effective citizen must learn to think effectively, make decisions, be involved with the community, and be a sensitive, caring individual. For the gifted and talented, as with all students, we should focus on these goals and not lose sight of, or forsake, balanced instuction. Beyond that, where the gifted and talented child has a special ability, that child should be provided with the encouragement and special opportunitites to become all that he or she might. A norm within the Social Studies classroom should be that it is healthy to question. OK to be different, OK to excell, and imperative to accept the citizen's respondibility to the community.

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This project focuses on the study of U. S. History. Students are encouraged to get involved with history, to question, and apply the historian's craft. Special attention should be paid to Mike Hartoonian's discussion of history found in the section of this project on background papers. It provides the basic rationable and structure for the formulation of the questions and the design of learning activities. Furthermore, it is suggested that students receive some instruction on the nature of history and the craft of the historian before engaging in independent inquiry.

For this project we have developed a specialized version of the LAP (Learning Activity Packet). The LAP moves from structured questions to guided activities, and finishes with open ended inquiries. Sample LAPs for use in U. S. History courses are included. It is important to realize that these LAPs were developed as models to demonstrate the use of questioning to illustrate a structured approach to student oriented inquiries, and affect the nature of the discipline. This structure might serve as a model for other Social Studies areas. From this base we hope that reachers can rework the sample LAPs for their own use or write their own and keep their LAPs. It is important to realize that each of the LAPs included has more activities than any student or small group would care to undertake; so selections should be made.

According to Samuel Kirk (1972), there are three basic approaches available for the education of the gifted and talented; namely acceleration, special classes, and enrichment. However, we encourage a program that allocates time and teacher support for frequent individual and group inquiries. The presumption is strong that the teacher takes an active role in setting a climate that encourages questioning and inquiry.

DESCRIPTION OF LAP FRAMEWORK

In essence, the LAP structure moves the students through four general steps. This movement reflects the particular abilities of the gifted and talented student. Each LAP begins with a series of guided questions for the student to interact with. From this, as a second step, the student has several guided activities to choose from. The questions and activities are such that, at their completion, the student should be ready to move into the realm of self-generated questioning and activities. The prior study should raise questions or problems in the student's mind. The third step the student is asked to formulate several inquiry questioning and arrage a colloquium with the instructor to discuss the questions and to generate and design an expansion inquiry. The final phase of the LAP, termed "Expansion", encourages the student to pursue a question or inquiry. Suggestions are given to stimulate a student's thoughts, but where possible, students should be encouraged to formulate thier own questions.

Within this LAP framework, certain role expectations evolve for the student and teacher. The student is expected to be highly self-directed in the completion of the LAP. The teacher is expected to first provide the LAP and then serve as an advisor who interacts with the student during the undertaking of the LAP. A word of caution is in order here. A LAP in its design must create frustration, and dissonance on the part of the student. A certain level of frustration is positive and can serve as a powerful motivator. However, solution, it may stifle the learning process. Thus, it is essential to clearly state guiding questions and to develop an open dialogue between the student and teacher so that these frustrations may be positively resolved. The LAPs themselves are structured to move the students from concrete, manageable activities to more abstract, self-guided inquiries. The teacher might wish to establish certain checkpoints to guarantee successful experiences. Allowing students to participate in groups might also help provide support to the student's as they work.

I. The Introduction of the LAP

The introduction for each individual LAP should be written in such a way that it is clearly understood by the person for which it is intended - the student. Specifically, the introduction should briefly explain the topic or concept that the LAP is designed to investigate. In addition, it should show the validity or worth of the topic being studied, and have motivational attributes.

II. Guiding Questions

When writing these questions for each individual LAP, be sure to keep in mind, rather than specifically listing, the goals articulated for the development of "effective" thinking skills. Taxonomies of such skills are readily available. The questions should move the students from the concrete to the abscract and prepare them for the guided activities that follow.

It is important to bear in mind that the gifted and talented student is both capable of and excited about dealing with more open-ended objectives. Yet, these guiding questions must by necessity, be hierarchial in nature so that students' work in the judgemental area is well grounded. In order for the student to be able to credibly evaluate historical events, he must first possess the factual tools.

III. Sources

Once guiding questions are posed, the student is thrust into the important area of inquiry and research. Experience in both finding and using appropriate resource materials aids in the development of their effective thinking and problem solving skills. We believe the students must bear the major responsibility for locating source materials. The teacher/advisor should be a facilitator of this process only, furnishing advise as to possible sources of information and a brief list of initial sources. A logical route for the student to follow would be to first examine textbooks for general background information, then move into learning centers, and ultimately utilize resources in the local community. Sources should be drawn from all available media. For the benefit of both the student and teacher, we encourage the student to maintain an ongoing annotated bibliography.

In the LAPs we have constructed, you will find a brief list of possible sources. Since each school has its own unique set of sources we have not included any comprehensive bibliographies. Any source we list obviously is only a recommendation; we rely on the experience and judgement of the advisor and the student. The biggest cause of incomplete LAPs may be the frustration that results from designing a good inquiry but failing to be realistic about the availability of sources. The teacher should be especially alert to see the information gathering strategy is practical.

IV. Activities

The purpose of this section is two-fold: to suggest a range of activities that the student may engage in, and to provide means for the student and teacher to evaluate the student's comprehension of both the factural and open-ended questions. Each LAP should contain several different types of activities to select from and the ones actually used should be chosen after dialogue between the student and teacher. Room should always be made for a student's suggestion of an alternate activity. The following list contains some suggestions for types of such activities:

A. Chronological cause-and-effect paper or presentation.
B. Annotated bibliography
C. Journal in which a student raises questions and comments on them as he/she engages in the LAP process.
D. List of concepts learned with definitions for them (ID's)
E. List of generalizations learned with definitions for them (ID's)
F. Research paper
G. Position paper
H. Student presentation to class
I. Student created learning center
J. Discussion between student and teacher for which students supply questions

K. Media presentation (slides, photos, video tape)
L. Oral history/interview
M. Community involvement (survey, action project)
N. Students participate in class at higher grade or prepare class for lower grade

V. Questioning

The student is asked to formulate questions of significance and to pursue, in conference with the instructor, a question or topic that would be worthy of further study.

Expansion

At this point, the student has engaged in a relatively thorough investigation of some historical event or concept. Much of this study was guided through suggested questions and activities from the teacher/advisor. It would, however, be unrealistic to assume that no new questions would evolve during the student's course of study. It is important to encourage the student to raise, and resolve, these questions. The purpose of the "Expansion" section of the LAP is to do just that.

Upon completion of the guided portion of the LAP, the student should pose new questions for study; either directly or tangentially related to the topic at hand. Through "active listening" the teacher can play a vital role in helping the student identify and clarify the question(s) that will focus the inquiry and motivate the student. Once done, (s)he should elaborate a problem solving structure for resolving these questions and, ultimately, pose or share possible solutions to the questions. The suggestions listed for expansion are included as examples of the types of inquiries that are worth pursuing.

BACKGROUND PAPERS

"A Shopping List"

This project suggests that the key skills the gifted and talented students ought to cultivate is the ability to ask questions. Below is a list of questions developed for a research history class that could be used as illustration or as a shopping list for expansion activities:

1. Why has the United States gone to war?

2. What part have women played in the shaping of the nation?

3. How has humankind's fight against nature affected American culture?

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4. What part has the family structure played in the shaping of the nation?

5. Why did Henry David Thoreau go to the woods?

6. Where did our moral values come from?

7. Why do we have a two-party political system?

8. How did westward expansions affect the Indians?

9. What happens to minority groups in time of war?

10. Who were/are the greatest leaders of the United States?

11. What role have great people played in shaping the United States?

12. Do we live under a "social contract"?

13. Are we a society of law or a society of men?

14. Is it inevitable and natural that there will be minority groups and that they will be discriminated against?

15. How have Americans made use of their land?

16. How have Americans made use of natural resources other than land?

17. Tug of war: Isolationism versus involvement in world affairs?

18. How much do we have to thank our forefathers for?

19. Are we a racist society?

20. Are we a classless society?

21. What are the continuing cultural traits of America?

22. Is the farmer the backbone of American culture?

23. Why are cities the way they are?

24. What are the frontiers of America past? present? future?

25. American ideology: good? bad? Do we owe it to the world?

26. Has U. S. involvement in world affairs been selfish or altruistic?

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27. What does American humor tell us about America?

28. What does American literature tell us about America?

29. What does American music tell us about America?

30. What does American art tell us about America?

31. How has religion affected American culture?

32. Could the U. S. have become what it is today without exploiting cheap labor?

33. Why has slavery allowed to exist in a democracy?

34. What have third parties contributed to America?

35. What have minority groups contributed to America?

36. What has America done to minority groups?

37. What was life like on the prairie?

38. How did developing forms of transportation affect American life?

39. How has America treated the masses of people who have come here as immigrants?

40. What were some changes brought about by major labor strikes in American history?

41. How has American involvement in wars affected the role of American women?

42. Is the United States a melting pot?

43. Is the U. S. a country that allows the individual freedom to be himself?

44. What have immigrants contributed to America?

45. What part has protest and civil disobedience played in bringing about change in America?

46. What effect did the American Revolution have on American life?

47. Should all Americans hold the same values?

48. What are important institutions in American life?

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49. Are present institutions structured so as to handle big problems?

50. How has the United States been an imperialistic nation?

51. Which document is the cornerstone of America: the Declaration of Independence or the Constitution?

52. Do we need the Equal Rights Amendment?

53. Is our present economic system the best system we could have?

54. Do the American people control their government or does their government control them?

55. How much influence has the American press had on Americans?

56. How has the invention of television affected the American culture and the American people?

57. How has the advent of Communism affected American foreign policy?

58. How has the advent of Communism affected life within the United States?

59. How has the advent of Communism affected the American political system?

60. In what ways has modern technology affected America and the American culture?

61. How much power does the American government have over the individual?

62. How much individual freedom should exist?

63. Has the individual in America really been free?

64. Why did the United States develop a welfare system?

65. Is the American welfare system good or bad?

66. Is the American welfare system necessary?

67. Why has poverty existed in the United States?

68. Where has poverty existed in the United States?

69. What has the American government done to eliminate poverty?

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70. Is it the job of the American government to eliminate poverty?

71. Why do many Americans value work?

72. What has been the single most important motivating factor in the development of America?

73. How have Americans used their land?

74. How have Americans destroyed their land?

75. What part has violence played in shaping America?

76. Are Americans a violent people?

77. Is the individual obsolete?

78. How have minors been treated differently than adults under the law?

79. Why did America have a Society for the Prevention of Cruelty to Animals before it had a Society for the Prevention of Cruelty to Children?

80. What has been the traditional division of political power between the state and the federal government?

81. How different are the different sections of the country, such as "the South", "the West", "the Midwest", etc.?

82. Why did sectionalism develop in the United States?

83. How much power really exists in the office of President?

84. How much have demogogues been able to control people and policies in America?

85. Is "big" better than "small"?

"History"

Mike Hartoonian, of the Wisconsin Department of Public Instruction, contributed the perspective that it is important that teachers and students approach the LAPs with a frame of reference on the nature of history. He states that ..."students should understand that history is a story about continuity and change that takes place over time. Further, it is a narrative that lays out specific cause and effect relationships that are based upon the writer's philosophical postion and the nature of evidence which said writer brings to the narrative. Every question or set of questions can lend itself to the 'historical model'. Any answer that a student gives to a question will be a narrative about change over time. His or her story will be documented by

the record. Further, as the student explains how the change has taken place, he or she will develop careful cause/effect relationships. The total story will take shape based upon the philosophy, belief system or frame of reference that the student uses (or authors upon which he or she relies) and the nature of evidence used to support the various claims that provide a foundation for the story."

Perhaps an excellent preparation for work on LAPs would be discussions, class sessions, or a unit on history itself. A background paper supplied by Mike Hartoonian is included for use by teachers and students.

HISTORY

History is one of the integrative subjects of the social studies. Whereas the social sciences each deal with selected topics of society, history must deal with all of them. From the study of history the student can gain insights into the main factors that shape the past, present, and future. History allows one to see the complexities of cause and effect relationships. It is this function of history that makes it the synthesizing force so essential to all of the social studies.

From the methods of the historian, the student will learn to respect the historisns craft: to understand the important of weighing evidence, and of withholding judgment until he or she knows the facts. The student will discover that demonstratable facts are indeed rare, that evidence is often incomplete, and that the historian in reconstructing and evaluating is going through a process which people go through daily as they make judgments and decisions. The student will also learn that history is more than a book and that it is something that has happened to all people whether it be in the local community or in remote places. As the learner matures, he or she will come to realize that there are several, and many times conflicting interpretations of history. This should help students to sense that there is no single explanation of all human experiences, past and present, and thus to avoid over-simplification and hastily constructed generalizations. Above all, a teacher should never forget nor let his or her students forget that history is about people, real flesh and blood people, speaking truthfully and lying, confronting and evading, acting and failing to act, serving and being served, deciding and failing to decide, judging fairly and unfairly.

Since life can be a bewildering series of alternatives, delving into history may identify the paths that were previously selected by choice or accident and evaluate the impact of those selections on today's and tomorrow's generations.

Basic Concepts

Story

A story is a narrative told by one person to others. It contains a beginning, a middle, and an end, and is held together by the "frame of reference" of the story teller.

Record

History or story is a record of change, usually about the past.

Change

Change is inevitable, and all individuals and societies change, even though the rate of change is uneven among and within societies.

Continuity

Human experiences are both continuous and interrelated. Similar human experiences can be found throughout recorded time.

Time

Time is a sequence suggesting, like a story, a beginning, a middle, and an end. Time is also referred to as chronology, the sequencing of events from long ago to the present.

Cause and Effect Relationships

Acts and events have both causes and consequences.

Nature of Evidence

People tend to judge or interpret the past in light of their own times and experiences.

Philosophy and Beliefs

Each civilization has certain significant values that evolve out of the developing culture and, in turn, influence its (culture's) growth and development. History in a real sense, is teaching by example the general moral lessons of the specific culture or the total human family.

Commonly Used Concepts of History

Multiple Causation
Cause and Effect
Continuity
Time Perspective and Chronology
Change
Leadership
Evolution/Revolution
Nationalism/Internationalism
Historiography
Relativity
Objectivity
Civilization
Ideology
Cultural Creativity
Oral Traditions
Humanism

Definitional Generalizations

1. Change has been a universal characteristic of all human societies.

2. A knowledge of the past is necessary to understand present and future events.

3. No historical events have resulted from a single cause.

4. Leadership of certain individuals has had a profound influence on the course of history.

5. Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

6. Changes in human society have been gradual through evolution or have been violent through revolution.

7. All revolutions have altered the institutional structure of society.

8. Technological advances have been a major influence in changing power structure.

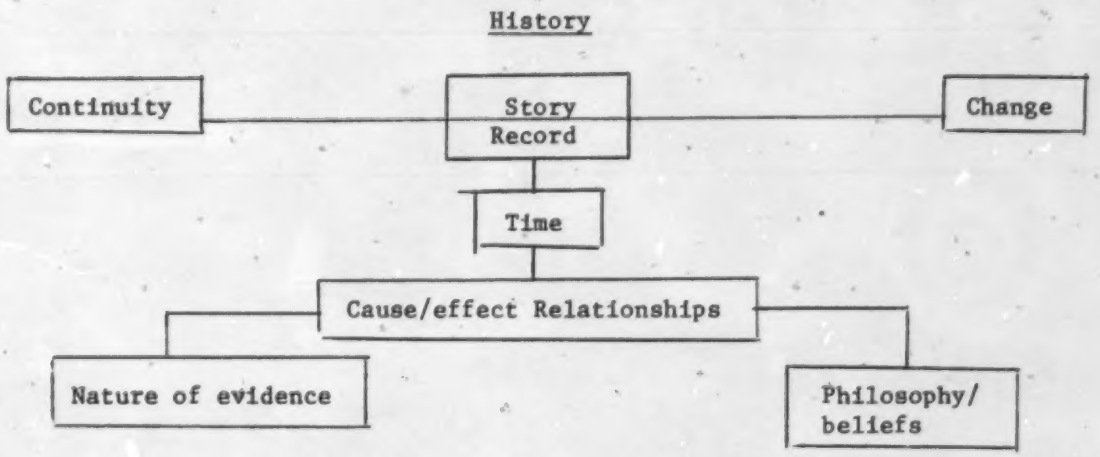
9. Basic values and beliefs of every society have been reflected in their creative accomphishments.

10. The motivating factors in human achievement have been either ideological or materialistic.

11. Great ideas have affected all civilization.

12. Human progress has most occurred under conditions of intersocietal communication.

13. The rise of nationalist movements, in which people are bound together by ideology, tradition and political boundaries, has altered the course of history.



LAP #1

The History of History

I. Introduction

To some, history is a fascinating story of the past and is studied because it is interesting. To others, history is a discipline that provides perspective on our heritage and is essential to effective citizenship. Still others believe that the study of the past can help us think about our present and future. All agree, however, that the study of history is an essential and interesting study for the educated person.

In this lap you will be asked some questions and given some exercises to choose from. They will allow you to dabble in history and perhaps refine your understanding of the nature and appeal of history.

II. Guiding Questions

This section of the lap asks you to act like a historian as you study the history of the most famous (fascinating, infamous, important) person in your community's history. When working with the sources you may choose to deal with them quickly to gain practice in history, or you may wish to delve into the sources in depth and actually do a history of the person.

1. What is a primary source? A secondary source?
2. If you were trying to find the name of the most famous person in your community's history, what sources would you go to? Indentify them as primary or secondary sources.
3. Pursue some of the sources you listed. Whom did you pick? Why did you pick this person?
4. Find a senior citizen that may have known this person or the person's story. Would this person be a primary or secondary source?
5. Compose a set of questions for this senior citizen, borrow a tape recorder, and interview the senior citizen. What does the term "oral history" mean?
6. What does the term "bias" mean? Could you now write a history of your famous person that was without bias? Explain.
7. Visit your local library to find sources on this person. What was the most helpful: the card catalog, librarian, browsing, or what?
8. Did you find any secondary sources? Were they as useful as your oral history approach? Can you find an example of a historian's bias in them? Describe.
9. Did you find any pictures? How can pictures be used to gather information?
10. Did you find any diaries, news clippings, or other primary sources? If so, were they good sources? If not, where might you go to find these sources?

11. Often times, one source leads the historian to another and a chain reaction of new leads begins. Did you see any examples of this?
12. Is it ever possible to have the whole story? Explain. Does this mean that history is never complete?
13. In many ways the most important thing a historian does is to ask questions worthy of pursuit. Can you ask some questions about your famous person that are worthy of investigation?
14. Would a professional historian, working on a historical period or a historical topic, act differently than you did?
15. Pick up a school history text. Is it a history book? Explain.
16. Can a historian have 20-20 hindsight?

III. Sources

1. A Guide to Historical Method, R.J. Shafer, Dorsey Press, 1974.
2. Filmstrip: "What is History?" Guidance Associates.
3. Understand Historical Research, Jack Block, Research Publications 1971.
4. Underfoot, David Weitzman, Charles Scribners Sons, 1976.

IV. Activities

Before you select any activities to pursue, you might wish to visit with your advisor and chat about the following concepts about history: change, continuity, record, chronology, cause and effect relationship, multiple causation, and philosophy.

1. Some say that the study of history is like looking at a series of clips and frames from a movie and trying to reconstruct the story. Pick a period of time or a topic, borrow old history books, magazines, and newspapers, and cut and paste to create a time line that tells the story.
2. Pick a historical event such as the Civil War and identify at least two distinctly different explanations of the causes of that event.
3. Visit an old cemetary and write down all the questions that your visit brings to mind. If you have a local history society or museum you can do the same exercise there.
4. Gather several sources about Abraham Lincoln or some other great historical figure. Make a myth-fact sheet. To do this you would use one column to describe a common myth about Lincoln. In the other column you would describe the more accurate interpretation from historians. Why do you think such myths develop and flourish?
5. Interview a number of people and ask them "Why study history?" List the answers you get and give your own answer.

V. Questioning

1. What questions would you ask a historian if you wished to find out more about the nature of history?
2. What questions would you set down if you were about to begin a study of the origins of your school?

VI. Extension

1. Find a book or article done by a local historian. Meet with him to find out how he did his work.
2. Select a source(s) on historiography to read.
3. Meet with you advisor to select a research that would have you use the skills of the historian.

LAP #2
"American Revolution"

I. Introduction

In this LAP you will engage in two major tasks. First, you will look at the topic of the "American Revolution" using the historical tool of "20-20 Hindsight". Secondly, you will use this historical knowledge to explore the related concepts of reform, rebellion, and revolutions as means of social change. A clearer understanding of these concepts will better equip you to evaluate change in contemporary society.

II. Guiding Questions

1. What "grievances" did the colonists have against England?
2. What was the British position on the "alleged grievances"?
3. What were the actions and reactions on the part of the colonists and the British regarding these grievances?
4. At the time, what plausible solutions were there to this conflict? Were they apparent?
5. Define reform, rebellion, and revolution as means of social change.
6. Was revolution necessary to resolve the conflict between the colonists and British? Present both points of view.
7. When does revolution become necessary?
8. Is Civil Disobedience a valid means for promoting social or political change?
9. How should government respond to both the legitimate and illegitimate demands of the people?
10. How would a modern day revolution differ from the 18th century revolution?

III. Sources

1. Rebels vs. Royalists. Scholastic Book Services, 1971.
   Robert F. Madgic
2. Promise of America: The Starting Line. Scott Foresman Spectra Program, 1971
   Larry Cuban, Phillip Roden
3. Perspectives on Social Change. Allyn 1973
   Robert H. Laver
4. The Restless Americans, Vol. 1. Xerox Publishing Company

IV. Activities

1. A paper outlining the British and American viewpoints of the grievances. Then take a stand and explain which view was more legitimate.
2. Investigation and explanation of contemporary examples of reform, rebellion, and revolution.
3. Construct a written debate between a proponent of reform through legal means - versus a proponent of revolution.
4. Organize a protest around some "problem" in your community. Try to bring about a desired reform.
5. Compare/contrast the American Revolution with a recent 3rd world revolution.

V. Questioning

By this point in the LAP you should have come up with some questions that are nagging at you or that you are very interested in. You are now asked to compose questions that will lead you into deeper inquiry. Several leading questions are provided if you choose to use the. Remember that the ultimate accomplishment of "lapping" is Step VI during which you pursue questions of your own; so only pose questions that truly grip you.

1. What sort of questions would you ask a minority member of your community to see how social change is proceeding?
2. There are a variety of institutions in your community such as Education, Welfare Department, and Law Enforcement. What questions could you ask to better understand why they have been targets of social change?
3. What questions would you ask a present day revolutionary leader such as Joshua Nkomo?
4. Other questions - discuss your questions and possible expansion activities with your instructor.

VI. Expansion

See your Advisor to discuss your questions and design an expansion inquiry.

LAP #3
"Technology and Modernization"

I. Introduction

The impact of the automobile on American society has been enormous. This LAP will explore how new technology such as the auto can shape the patterns of life in a society. You will investigate how technology and society try to keep pace with each other. As our technology becomes rapidly more sophisticated, the issues facing society become more complex. This LAP will help equip you to confront this dilemma.

II. Guiding Questions

1. What is the factual development of the automobile, focusing on the activities and ideas of Henry Ford?
2. What have been the positive and negative effects of the auto in the 1920's as well as today?
3. Using the auto, define and explain the relationship between technology and modernization.
4. Does technology create more problems than it solves?
5. Will technology be able to solve all our problems?
6. Should there be a limit to modernization? (Ex: The SST or the Atom)
7. Should the creators of new technology be responsible for its use?
8. Can you give examples where our technology has outrun our ability to live with it?
9. Do "primitive" people have technology?
10. What has been, and will be, the impact of technology on 3rd world countries?

III. Sources

1. The Ford Dynasty. Doubleday, 1977
   James Brough
2. Profiles of the Future. Harper, 1973
   Arthur Clarke
3. Promise or Peril. Nelson, 1976
   Robert A. Liston
4. Filmstrip: Technology: "The 1920's" & "The 1960's"
   Filmstrip House, 1968
5. Futurist Magazine
6. "Human Values in An Age of Technology";
   The Center for the Humanities; N. Y. (slide-set)

IV. Activities

1. A paper showing the positive and negative impact of the automobile on a particular community (Ex: Waukesha, Milwaukee). Paper should touch on all sectors of the community.
2. A community survey on attitudes toward technology, modernization, and the issues they raise.
3. From current events, select a problem related to the ideas of technology and modernization. Explain the probelm, the alternatives, and pose your solution. If possible, act to solve the problem.
4. Select a "problem" and come up with a technology to solve or handle that problem.

LAP #3 - "Technology and Modernization" (2)

V. Questioning

By this point in the LAP you should have come up with some questions that are nagging at you or that you are very interested in. You are now asked to compose questions that will lead you into deeper inquiry. Several leading questions are provided if you choose to use them. Remember that the ultimate accomplishment of "lapping" is Step VI during which you pursue questions of your own; so only pose questions that truly grip you.

1. What questions would you put in a survey of "the common man" to find out the causes of the American love affair with the auto?
2. What questions would you ask about how the auto has affected our quality of life? Our culture?
3. Can you ask a question that probes the role that technological advance had on the development of your home community?
4. Can you pose a question about the reasons for America's leadership in invention, technology, and industry?
4. Other questions - discuss your questions and possible expansion activities with your advisors).

VI. Expansion

This topic has so many possibilities that your questions in Step V should suffice. If you need new ideas, see your Advisor.

LAP #4
"Cultural Egotism"

I. Introduction

"Cultural Egotism" refers to the motivation of one society to spread its values, ideas, and perceptions to other societies. In the LAP you will examine how societies explain and rationalize their expansion into new areas. This inquiry has particular meaning today in light of various movements for national self-determination.

II. Guiding Questions

1. What is the meaning and historical context of "Manifest Destiny"?
2. What is the relationship between "Manifest Destiny" and "late 19th Century U. S. Imperialism"?
3. What was the U. S. doing in China, anyway?
4. How have concepts such as "Ethnocentrism", "Colonialism", "Social Parwenism" and "Racism" served as justification for the expansion of one culture into new areas?
5. What are some of the major moral issues surrounding "cultural egotism" and how do you respond to these issues?
6. Is "Cultural Egotism" at work in the world today?

III. Sources

1. The National Experience (Part One). Harcourt, 1973
   John M. Blum, et al.
2. Manifest Destiny: A Study of Nationalist Expansionism in American History. Quadiangle 1963
   Albert K. Weinberg
3. Filmstrip: Manifest Destiny: "U.S.-Exploring Expeditions" & "U.S.-Territorial Expansion"
   Multip-Medio Productions, 1971.

IV. Activities

1. Prior to a conference with your teacher, write a series of questions which may be asked of you to demonstrate your knowledge of the term "Cultural Egotism".
2. Using your knowledge gained through the study of these concepts, write on one of the following topics:
   a. Produce a position for your government justifying U. S. "Cultural Egotism".
   b. Prepare a position paper to be presented at the UN as a nation who has been a victim of "Cultural Egotism".
   c. As an African leader, write a letter to a U. S. TV network explaining why their TV reruns are no longer welcome in your country.
   d. Is "Cultural Egotism" a fatal flaw to the home culture? Give examples from history.
3. Find examples of, and rationals for, "Cultural Egotism" in the past decade and react to them.
   (Ex: Mid-East, Africa, Inner Cities, Vietnam)
4. Does "Cultural Egotism" exist in your school or community? Try to identify it and show both its roots and potential for resolution in the future.

V. Questioning

By this point in the LAP you should have come up with some questions that are nagging at you or that you are very interested in. You are now asked to compose questions that will lead you into deeper inquiry. Several leading questions are provided if you choose to use them. Remember that the ultimate accomplishment of "lapping" is Step VI curing which you pursue questions of your own; so only pose questions that truly grip you.

1. What question(s) come to your mind about how "cultural egotism" relates to the growth or retardation of cultures?
2. What question(s) can you pose about the relationship between "cultural egotism" and international conflict?
3. Other questions.

VI. Expansion

1. See your advisor.

LAP #5
Nazism

I. Introduction

This LAP is intended to help you develop a greater understanding of events and attitudes during the Nazi period in Germany. You will learn about racism then; and its implications in today's society. Intolerance is still with us and needs to be understood before it can be effectively counteracted.

II. Guiding Questions

1. What were the economic and social conditions in Germany following WWI and the Treaty of Versaille?
2. How did Hitler and the Nazi party use these conditions to create a power base in Germany?
3. What were the attitudes of Jewish people in Germany about their place in that society?
4. What do the terms racism and ethnocentrism mean?
5. Should the German citizenry bear any responsibility for the "Final Solution"? What was the "Final Solution"?
6. If a person or group is experiencing escalating persecution, what is (are) their best response(s)? How did the Jews of Germany react?
7. Does a citizen owe greater allegiance to his/her conscience or a national goal?
8. Is a repeat, to some degree, of this type of intolerance possible today? Where?
9. Should the Nazi party have a place in the American political system?

III. Sources

1. Documents of Destruction. Hilberg
2. Anti-Defmation League - they have excellent sources.
3. "Helga's Dilemma" - Social Education.

IV. Activities

1. Position/Research papers
2. A position paper on the right of the Nazi party to march unhindered through Skokie, Illinois.
3. Oral history - discussions with survivor or their family.
4. Investigation of totalitarian groups in your community (Nazi, KKK, etc.).

V. Questioning

By this point in the LAP you should have come up with some questions that are nagging at you or that you are very interested in. You are now asked to compose questions that will lead you into deeper inquiry. Several leading questions are provided if you choose to use them. Remember that the ultimate accomplishment of "lapping" is Step VI during which you pursue questions of your own; so only pose questions that truly grip you.

1. What questions would you ask a member of the ACLU (American Liberties Union) if you wanted to understand their recent defense of Nazi rallies?
2. What questions would you need to ask to better understand the ease with which people will follow a dynamic leader, regardless of his idealogy or program?

3. Other questions (Discuss questions and possible expansion activities with your instructor).

VI. Expansion (Suggestions)

1. Relate the present policies of South Africa to your knowledge of Nazi Germany.
2. Analysis of present day Nazi activities.
3. Analysis of U. S. response to Hitler.

LAP #6

Land Use and Culture Conflict: The American Indian vs. White Settlers

I. Introduction

The expansion westward of white settlers brough them in contact with Native American peoples. This interaction took many forms and much has been written about it. In this LAP, you will study the cultures of each group and discover the differences in them. An understanding of this period is crucial in understanding the evolution of America's growth and its ideals and attitudes. In addition, questions of land use raised in this LAP have a great deal of significance in our present day society. The LAP should also help you better understand the problems that can arise when different cultures meet.

II. Guiding Questions

1. What is meant by the term "culture"? In what ways were the Native American and white settler cultures?
2. How did native Americans and settlers differ in their beliefs about "land"?
3. What relationship does land use have to culture in <u>each</u> of these two cases?
4. What would the whites and Indians have had to do differently to avoid the conflict those arose over culture and land use?
5. What impact did the expansion of the R.R., mining and passage of a Homestead Act have on this cultural interaction?
6. Does one culture have the right to destroy or alter another culture? Is there ever a choice?
7. Are different ideas regarding land use still evident in today's society?
8. How do such measures as the Federal Gas Legislation, Highway Trust Fund and Wilderness Preservation Act reflect American attitudes toward land usage?
9. How have our ideas on land use changed in the last 100 years?
10. How will/should the increasing demand for minterals and petroleum reflect our various notions of land use?
11. Should Federal Regulators Agencies ease their restrictions on energy and raw materials exploitation in order to overcome scarcity problems.

III. Sources

1. McLuhan, T. C.; <u>Touch the Earth</u>; Simon & Schuster; 1971
2. Brown, D.; <u>Bury My Heart at Wounded Knee</u>; Holt, Rinehart & Winston; 1970.
3. "<u>I Will fight no more, forever</u>", videotape

IV. Activities

1. Position paper, research paper, etc.
2. Investigation of present day conflicts over land use between Indians and the U. S. Government such as in Maine, Alaska, and the Southwest.
3. Examination of the Reservation system, termination and restoration. Oral history could be done in Wisconsin's Menominee County.
4. Examination of land use conflicts in your community or school.
5. Investigate zoning issues in your community. Give a historical perspective.

LAP #6 - Land Use and Culture Conflict: The American Indian vs. White Settlers (2)

V. Questioning

By this point in the lap you should have come up with some questions that are nagging at you or that you are very interested in. You are now asked to compose questions that will lead you into deeper inquiry. Several leading questions are provided if you choose to use them. Remember that the ultimate accomplishment of "lapping" is Step VI during which you pursue questions of your own; so only pose questions that truly grip you.

1. What questions would you want to ask about present day Native-American-White conflicts over land use?
2. What questions would you ask an American Indian if you wanted to explore his/her attitude about the White value system?
3. Other questions (Discuss your questions and possible expansion activities with your instructor).

VI. Expansion - See your advisor.

LAP #7

Racism, Discrimination, & Prejudice

I. Introduction

Racism, discrimination, and prejudice are concepts which continue to rear their ugly heads throughout the world community. Often times, their ramifications are quire reversible and can be grappled with by intelligent individuals and humanistically oriented groups. However, these concepts can also subtely creep into the value systems of well meaning people. The purpose of this LAP is to help identify these forms of racism, discrimination, and prejudice so as to enable you to deal more effectively with them in the future.

II. Guiding Questions

1. What is a stereotype? Give examples.
2. What determines a minority group? Give examples.
3. What is the difference between race and class in the sociological sense?
4. What are the differences between racism, prejudice, and discrimination?
5. What "legal" steps were taken after the Civil War to deny blacks equal rights?
6. What key Supreme Court Decisions were made to both identify, and help right, injustices to blacks and other minorities between 1865 & today?
7. What is the difference between "delfacto" and "de jure" desegregation"?
8. What were some of the causes of the 1960's racial movements in the U.S.?
9. Are minorities equal socially and economically today?
10. What barriers (if any) exist for minorities today?
11. How have some groups in society used racism to further their own goals?
12. What is meant by "reverse discimination"? Is the concept legitimate?
13. Is there a link between racial prejudice and class prejudice?
14. What programs exist today which help deal with social inequalities?
15. What is meant by victim blaming?

III. Sources

1. Blaming the Victim, William Ryan.
2. Race and Suburbia, Mel Watkins; Issue & Perspectives Series, N. Y. Times, 1973.
3. Since 1954: Desegregation, High Davis Graham, Issue & Perspectives Series, N. Y. Times, 1972.
4. Reading, Riding, and Peace, The Milwaukee Journal, 1976.

IV. Activities

1. Review local newspapers, school texts, and other materials for examples of stereotyping, or victim blaming and compile a list for submission to responsible figures in authority.
2. Interview members of minority groups in your community in an effort to determine if they do or ever have felt the effects of racism, discrimination, or prejudice.
3. Prepare a position paper defending or attacking affirmtive action.
4. Identify the key issues in the "Milwaukee Public Schools Desegregation Case" and evaluate what effect previous civil rights activities and historical events had on the courts decisions concerning those key issues.

5. Why did the British leave Africa?
6. Research the role of racism in the history of conflict in the Middle East.

V. Questioning

By this point in the LAP you should have come up with some questions that are nagging at you or that you are very interested in. You are now asked to compose questions that will lead you into deeper inquiry. Several leading questions are provided if you choose to use them. Remember that the ultimate accomplishment of "lapping" is Step VI during which you pursue questions of your own; so only pose questions that truly grip you.

1. What questions would you ask your parents, friends or teachers to discover the amounts and sources of their prejudices?
2. What questions would you ask a person whom you perceive to be a victim of prejudice to better understand how (s)he became a target of prejudice and his/her feelings about it?
3. Construct the questions for a debate on the pros and cons of busing for the City of Milwaukee.
4. What questions would you ask Jesse Jackson to find out if the methods used by minority organizations today are more effective than those in the 1960's?
5. Other questions (discuss questions and possible expansion activities with your instructor).

VI. Expansion

1. Find areas in or near your community where social inequalities exist and take action to bring them to the public eye.
2. Study the racial situation in South Africa and compare and contrast it to the U. S. in the 1960's.
3. Propose a plan for racially balanced schools for your community. Include both a rationale as well as a logistical design.

LAP #8
"War and Warfare: The Civil War"

I. Introduction

There are two basic concerns in this LAP. First you will consider the general topic of war from political, economic, and social points of reference. Second you will look at the strategies and tactics of warfare by the specific study of the art of war. The study will help you understand why countries see wa as necessary and how battles are won.

II. Guiding Questions

1. What conflicts existed between the North and South prior to the Civil War?
2. What were the major issues leading to the war?
3. Could the issues behind the conflict have been resolved in any other way?
4. Can major historical events such as war ever be "inevitable"?
5. What are the arguments pro and con for slavery as a profitable economic institution?
6. How do you account for the shift from patriotic fervor and recruiting hoopla in the beginning of the war to the bounty system, conscription laws, and draft riots in 1863?
7. What were the primary military objectives of the Union and Confederate troops respectively?
8. Regarding the Battle of Gettysburg, what reasons can you suggest for Lee's decision to assault frontally the center of the Union line on the third and final day? Were these reasons primarily tactical or primarily emtional?
9. What is the significance of the Battle of Gettysburg in terms of economic consequences, loss of life, and troop morale?
10. Especially in consideration of Robert E. Lee, what qualities does it take to make a good military leader?

III. Sources

1. The American Heritage Picture History of the Civil War. 1960. American Heritage.
2. This Hallowed Ground. 1956. Doubleday. Bruce Catton.
3. The Blue and the Gray: The Story of the Civil War as Told by Participants. 1954. Bobbs-Merrill. Henry Steele Commager.
4. Lee of Virginia. 1958. Doubleday.
5. The Causes of the Civil War. Spectrum Books. Kenneth Stampp-ed.

IV. Activities

1. Many books have been written on the causes of the Civil War. Students may choose one of these scholarly works and write a book review based on the interpretation of the author.
2. A paper contrasting the lifestyle of the North with that of the South.
3. Prepare a written debate between Northern abolitionist and a Southern slaveholder.
4. Construct a map or model of the Civil War battle of your choice.
5. Choose a modern nation that has undersigned civil war in the 20th Century. Compare and contrast the causes and effects of the contemporary insurrection with that of the United States in the 1800's.

6. Compare and contrast the warfare of the Civil War with that of the Vietnam or some other modern war.
7. The Avalon Hill Company has prepared an excellent historical war simulation Gettysburg. From your media center, obtain the simulation and reconstruct the historical scenario. Keep an accurate record of your plans and execution and prepare a detailed report on your Battle of Gettysburg. Compare the results of your simulation with that of the actual battle.

V. Questioning

After completing the first four sections of the LAP there should be some generalizations that have come to your mind. These generalizations should lead to deeper questioning in search of resolving them. It is through dealing with these general questions that we may hope to solve specific ones.

1. What questions would you ask a politician to understand how war can be justified?
2. What questions would you ask a soldier on the battlefield to understand why he is there?
3. In our community there are many veterans of contemporary wars. What questions would you pose to understand the personal aspects to warfare?
4. What would you ask a revolutionary leader to understand why he believes that insurrection is necessary to resolve disputes?
5. Other questions - Discuws your questions and possible expansion activities with your instructor.

VI. Expansion

See your advisor to discuss your questions and design an expanion inquiry.

LAP #9
"Foxfire"

I. Introduction

When most people think of history they think of large national and world events because that is what is in the textbooks, but some of the most interesting, enlightening history can be found in your own backyard. In 1966 a class of ninth and tenth graders began a local history magazine in Rabun Gap of the Appalachin Mountains. Since that time four Foxfire books have been printed that contain some of the most fascinating history in print and at the same time record a culture that is being lost to the changes of time.

In this LAP you are asked to do what the students of Rabun Gap have done; look close to home and apply the craft of the historian.

II. Guiding Questions

1. What do you think the term oral history means?
2. If you were going to compile a history of your family, what questions would you ask? Who would you ask?
3. How would you go about finding out the three most important events in the history of your local community?
4. What kind of person might be able to tell you a fascinating story from your communities past?
5. What would you rather read - a description of important dates in your communities history or stores about life in earlier times? Explain why you answered as you did.
6. Do you know someone with any special skills (e.g., whittling, carving, etc.)? Find out about these skills and where they were learned.
7. What does the term culture mean?
8. What is an artifact?
9. Why do you have the name you have?

III. Sources

1. The Foxfire Book, Elliot Wigginton, Anchor, 1972.
2. Foxfire 2, Foxfire 3, Foxfire 4, Elliott Wigginton, Anchor 1973, 1975, 1977.
3. My Backyard History Book. David Weitzman, Little, Brown and Company, 1975.

IV. Activities

1. Make a time line of your own history.
2. Interview relatives to create a family tree.
3. Study family pictures and albums and pick one to get the full story on.
4. Pick out a tradition in your family like going to Grandma's for Thanksgiving or taking a bath on Sunday night. Find out why your family has that tradition. Interview and tape record members of the family on other traditions.
5. Prepare a time capsule for your children. Tell them on tape what it is like to be a teenager in this day and age.
6. Find an artifact(s) from your community and research and write about its use and how its nature and use have changed or disappeared over time.
7. Find a Grandparent or senior citizen and ask them to describe the most important event of their life time. Record the answer on tape.

8. Review the various crafts described in Foxfire and make one of the products using the historical craft (e.g., candlemaking, whittling, weaving, corn bread).

V. Questioning

By this point in the LAP you should have come up with some questions that are nagging at you or that you are very interested in. You are now asked to compose questions that will lead you into deeper inquiry. Several leading questions are provided if you choose to use them. Remember that the ultimate accomplishment of "lapping" is Step VI during which you pursue questions of your own; so only pose questions that truly grip you.

See Guiding Questions in Part II above.

VI. Expansion Activity

Read some excerpts from Foxfire and meet with your advisor to design a study of your own. Try to get it published in your local or school newspaper.